EDUC 634

*Strategies for Teaching All Students in the 21st Century*

**Instructor:**

**Telephone Numbers:**

**Email:**

**Course Texts:** *1. Strategies for Teaching All Students in the 21st Century*

*2. Rethink, Rebuild, Rebound: A Framework for Shared Responsibility and Accountability in Education (Chapters 14,15,16,17, and 19)*

*3. Rethink, Rebuild, Rebound, A Framework for Shared Responsibility and*

*Accountability in Education,* ISBN 10: 1-256-32560 - 0

*4. A Short Guide to Action Research, 4th edition,* ISBN – 13: 978-0-205-50931-7

*5. Publication Manual of the American Psychological Association,*

*Sixth Edition*, ISBN**:** 978-1-4338-0559-2

**Course Description** – The course is an examination of a variety of strategies of instruction with a focus on curriculum/content area integration within the classroom. The course encompasses a study of the characteristics and educational needs of individuals with special needs. Emphasis is on the issues and trends in special education, the current categorical descriptions of exceptionalities and appropriate classroom interventions. Strategies for teaching both identified and at-risk students in the regular classroom are explored throughout the class. This includes students within the description of special needs.

In the course, teacher leaders shall work in professional learning teams to assess student learning both formatively and summatively and to develop differentiated teaching strategies for use in lesson planning. Students will develop integrated online lesson plans including differentiated strategies for learning for special needs students. Integration of 21st century content and skills shall be present in the planning.

Teacher leaders will also keep reflective journals as they read about and discuss particular strategies to use effectively with special needs students. In their journals, teacher leaders will systematically analyze the impact of these strategies on student learning.

**Course Objectives**: As a result of course readings, activities, and assignments, students will:

* Understand the teaching and learning needs of special needs students.
* Understand how to develop lesson plans to accommodate students with special needs.
* Understand methods for accessing, critically reading, reviewing, summarizing and determining potential applications of scholarly educational research.
* Understand how to work in professional learning teams to solve educational issues.
* Understand how to plan for formative and summative assessments for students with special needs.
* Understand the need to reflect on teaching and learning.
* Understand the importance of quality research and writing.
* Collect data and write chapters 4 and 5 of the capstone

***Capstone components:***

**Chapter 1 - Introduction**

* + Overview – This is the introduction to your problem. What research led you to know that this was a problem?
  + Problem Statement - This is short, explaining exactly what the problem is. You have already established that there is a research base for the problem, now you state the problem succinctly.
  + Purpose – What exactly is your study about? “The purpose of this study is to...”
  + Research Questions – What question or questions are you trying to answer with your study?
  + Description of the Community – Talk about the community surrounding your school. Is it supportive? What kinds of changes has it undergone in the past 5 or 10 years? Is it urban, suburban, or rural? Give us enough demographics to paint an adequate picture of your area.
  + Description of Work Setting – Now talk about your school. What is it like? How are you structured? What makes your school different or unusual? We need to know the environment.
  + Writer’s Role – You are the researcher. What is your role going to be?
  + Definition of Terms – Define all unusual terms. Remember to cite all definitions.
  + Summary – Sum it all up. Remember to restate the problem and the purpose here.

**Chapter 2 – Study of the Problem/Literature Review**

* + Overview – From this point on, overviews are introductions to the chapter. Give the reader a little reminder of the study and then let me know the structure of the chapter.
  + Problem Documentation – A more fleshed out review of the research you provided in Chapter 1. What research led you to know there was a problem?
  + Literature Review – A thorough review of research related to your topic and your research questions.
  + Causative Analysis – What does the research say are the causes of the problem?
  + Summary – Wrap it all up. Reword problem and purpose and remind me of the most important points of your literature review.

**Chapter 3 – Expected Outcomes and Procedures for Data Analysis**

* + Overview – Again, remind me of the study and then move on to the structure of the chapter. Don’t worry; you are repeating yourself, just using different words.
  + Design of the Study – What kind of study is this?
  + Research Questions – Just copy them from Chapter 1.
  + Methodology
    - Participants – Who is participating in your study (be specific, not with names, but with demographic information)?
    - Instruments – What are you using to conduct your study? They are not written in here, just explained and noted as appendices.
    - Procedures – How exactly (step-by-step) are you conducting your study?
  + Summary – Conclude this section. Give me a brief overview of how you are conducting your study after you remind me again for the problem and purpose.

**Chapter 4 –Data Analysis**

* + Overview – Figure out another way to state the problem and the purpose, then tell me how this chapter is structured.
  + Report of Results – Just stick to the facts. No opinions or conclusions here.
  + Summary - Wind up this chapter.

1. **Chapter 5 –Conclusions, Recommendations, and Implications for Future Research**
   * Overview – Remind me of the problem and purpose one more time, followed by chapter structure.
   * Conclusions from Results – Now you can give your opinion of what the results mean. Just make sure your opinions are directly related to your results. Also, make sure you answer your research questions.
   * Recommendations based on Results – Based on your findings, what do you recommend for your classroom/school as next steps?
   * Implications for Future Research – So, if someone wanted to continue your research, what are the next steps?
   * Summary – Finally, the last time you have to conclude. Review problem, purpose, and results.

**Capstone Objectives:**

During this course candidates will be expected to complete the writing of chapters 4 and 5 of the capstone. Students should have a knowledgeable writer preview their work for spelling, content and grammar. Candidates should exhibit knowledge of Gardner-Webb Style Guide and current APA (6th edition) formatting with the expectation that candidates apply the learning to their written research.

**Attendance:**

Students are expected to be in class. Please remember that Gardner-Webb University maintains a 75% attendance policy. Students should realize that missing a class does not grant an exemption from any work, assignments, readings, etc. ***It is incumbent upon the student, not the professor, to be responsible for assignments, both those on the syllabus and any made in*** ***class.***

**Accommodations:**

If your learning or participation in this class might be affected in any way by a disability recognized under the Americans with Disabilities Act (ADA), you will need to do the following:

1. Register with the Noel Program for the Disabled at Gardner Webb University at (704) 406-4270
2. Educate me about your disability so that I can work with you and the Noel Program to arrange necessary accommodations. It is important that you take both of these steps no later than the first week of the semester.

**Academic Integrity:**

Students have the responsibility to know and observe the requirements of the Code of Student Conduct. This code forbids cheating, fabrication or falsification of information, multiple submissions of academic work, plagiarism, abuse of academic materials, and complicity in academic honesty.

**NC Teaching Standards:**

Standard 1: Teachers demonstrate leadership.

Standard 2: Teachers establish a respectful environment for a diverse population of students.

Standard 3: Teachers know the content they teach.

Standard 4: Teachers facilitate learning for their students.

Standard 5: Teachers reflect on their practice.

Standard 6: Teachers contribute to the academic success of students.

**Grading Scale:**

**95-100 = A**

**90-94 = A-**

**87 –89 = B+**

**84-86 = B**

**80-83 = B-**

**Below 80 = C**

**Student Presentation Topics:**

* Effective Strategies for Teaching Beginning Readers
* Effective Strategies for Teaching Reading Comprehension
* Effective Strategies for Teaching Writing
* Effective Strategies for Teaching Mathematics
* Effective Strategies for Teaching Science
* Effective Strategies for Teaching Social Studies
* Response to Intervention
* Behavior Management and Positive Behavior Support
* Current Exceptional Children’s Law and Effective Teaching Strategies
* Current English as a Second Language Law and Effective Teaching Strategies
* Categories of Exceptionalities with Suggested Effective Strategies for Teaching the Various Identified Exceptionalities
* Current AIG Law and Effective Teaching Strategies
* Use of Online Learning Activities in the Elementary School Classroom- Pros and Cons as well as Appropriate Uses of Online Learning Activities
* Enhancing Creativity in the Elementary Classroom
* Planning Differentiated Instruction Units for a Variety of Learners in an Elementary Classroom
* Use of Professional Learning Communities by Teacher Leaders to Enhance Classroom Instruction
* Topic of Student’s Choice Related to Teaching All Learners in the 21st Century Classroom

This hybrid class will provide 6 semester hours of credit when completed. The course consists of 4 hours of face-to-face time each week and there is an additional part of the class that is on line (a minimum of 2 hours). All students are expected to complete all components for the weekly face-to-face and on line portions of the class for full credit.

**Calendar of Weekly Requirements**

**Weeks Topics Class Activities and Assignments**

**Reading Assignments Online Assignments**

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| --- | --- | --- |
| **1**  ***Date*** | **Multiple Ways of Constructing Knowledge** | **Read pages 1 – 25 in Volume 1 of *Strategies for Teaching All Students…***  **Read pages 121-134 ( ch. 14) in *Rethink, Rebuild, Rebound***  **Discuss assigned reading and complete class activity.**  **Assign groups of four to work together and prepare a presentation to the class on the following topics:**  **Thinking Inductively; Attaining Concepts; Picture-Word Inductive Model; Scientific Inquiry and Inquiry Training (pages 27-132) ; A View of 21st Century Teachers and Learners(Chapters 14 and 15 *Rethink…*) Discuss** |
| **2**  ***Date*** | **Research Night** | **Read chapters that match your topic. Work with group members to prepare your class presentation. Presentation is expected to be between 30 and 45 minutes in length. Additional research is expected on the topic in addition to the textbook.** |
| **3**  ***Date*** | **Thinking Inductively; Attaining Concepts; Picture-Word Inductive Model; Scientific Inquiry and Inquiry Training** | **Group presentations**  **Class discussion regarding topics presented and appropriate use of those topics in the classroom**  **Journal Article Review 1 Due** |
| **4**  ***Date*** | **Memorization**  **How do we teach?**  **Online Assignment** | **Read pages 133-155 in Volume 1 of Strategies for Teaching All Students…**  **Discuss when memorization is important and how you can incorporate the Memory Model in your regular classroom activities for key information.**  **Read Chapters 16-17 (Pages 147-170) in *Rethink…***  **Discuss the critical attributes of 21st century curriculum and instruction. Describe the role of planning in the teaching/learning classroom.**  **Online Assignment: Plan a lesson for your class with information that you feel must be memorized for later use. Use the Link-Word method in part of your lesson plan. Then use two of the other concepts that are to enhance memory in another part of the lesson plan. Submit lesson plan online.** |
| **5**  ***Date*** | **Research Night** | **Assign groups of four to work together and prepare a presentation to the class on the following topics:**  **Synectics; Presentations; Mastery Learning; Simulations. Read the chapter in the textbook that matches your topic. Work with group members to prepare your class presentation. Presentation is expected to be between 30 and 45 minutes in length. Additional research is expected on the topic in addition to the textbook.** |
| **6**  ***Date*** | **Online Assignment**  **Analysis of curriculum unit** | **Read pages 239-274 ( A Bit of the Future and Components of Curriculum Implementation) in the Volume 1 of Strategies for Teaching All Students…**  **Use forms 1.1 and 1.2 on pages 272-274 to analyze one of your curriculum units that you teach. Form 1.1 is asking you to identify the explicit curriculum the hidden curriculum and the absent curriculum. Form 1.2 is asking you to analyze your curriculum unit and list the primary content, the key skills, the interventions, the instructional arrangement, the class/instructional management and the progress evaluation as you teach the unit. After your analysis, what will you focus on as you review, reteach or plan the unit for next year?**  **Submit your information online.**  **Journal Article Review 2 Due** |
| **7**  ***Date*** | **Synectics; Presentations; Mastery Learning; Simulations** | **Group presentations**  **Class discussion regarding topics presented and appropriate use of those topics in the classroom.** |
| **8**  ***Date*** | **Strategies to Support Multi-Tiered Curriculum Implementation**  **Online Assignment** | **Read pages 471- 517 in Volume 1 of Strategies for Teaching All Students…**  **Discuss the information during class.**  **Identify the various study skills and learning strategies that students use in your classroom over a 5-day period of one particular class that you teach (e.g., reading, math, social studies). Be prepared to discuss this in class.**  **Develop a Power Point presentation describing the importance of study skill/learning strategy use in the implementation of the multi-tiered instructional curriculum that you can use in a Professional Learning Community in your school. Submit the Power Point online and share in class with your class members.**  **Select two learning strategies that you use least often in your classroom and develop a process for teaching them to students and incorporating them in your instruction. Incorporate these in one of**  **your lesson plans. Submit the lesson plan online.**  **Read Chapter 19 (pp. 179-189) in *Rethink*…**  **Discuss in class. Develop a visual presentation such as a Prezi, Glog, or Spicy Node to demonstrate/discuss issues related to school improvement.** |
| **9**  ***Date*** | **3 individual research presentations** | **After presentations, review format for chapters 4 and 5 of capstone. Begin work on draft of chapters 4 and 5.**  **Journal Article Review 3 Due** |
| **10**  ***Date*** | **Research and Writing Night** | **Work on chapters 4 and 5 of your capstone. Finalize your individual presentation and prepare your paper for your research using at least 5 resources.** |
| **11**  ***Date*** | **3 individual research presentations** | **After presentations, review format of entire capstone. Students will share with classmates their capstone that is complete to this point.**  **Journal Article Review 4 Due** |
| **12**  ***Date*** | **4 individual research presentations** | **After presentations, review research articles and identify the various parts of the articles.**  **Discuss chapters 4 and 5 of the capstone.** |
| **13**  ***Date*** | **3 individual research presentations**  **Online Assignment** | **After presentations, discussion will occur related to the online assignment.**  **Online Assignment: Choose at least one child that you have in your classroom who is struggling with one of your classes (e.g. Reading, Writing, Mathematics, etc.). Plan differentiated activities for the child or children for three weeks using different strategies and see which of the strategies seems to help the child learn the required information. Write a summary of the strategies used and the results from using those strategies. Identify which strategies helped the student the most and why those strategies helped the student learn the required information. Turn in your summary online and be prepared to discuss the most useful strategies with the struggling students your identified.**  **Journal Article Review 5 Due** |
| **14**  ***Date*** | **3 individual research presentations** | **After presentations, class will view the DVD *Something The Lord Made* and discuss the prejudice that the two key men faced and how they overcame those.** |
| **15**  ***Date*** | **Online Assignment** | **Turn in drafts of chapters 4 and 5 of your capstone project. If you have made revisions in your first three chapters, submit those for review as well.** |

**Professors may substitute appropriate audio-visuals for ones listed in the syllabus.**

**Class Requirements**

**5 Journal Article Reviews 3 points each = 15 points**

**2 Group Presentations 10 points each = 20 points**

**1 Individual Presentation 15 points**

**1 Individual Research Paper on Chosen Topic 15 points**

**Online Assignments 4 online assignments worth 5 points each = 20 points (Excludes draft of Chapters 4 & 5 of Capstone)**

**Class Participation 10 points**

**Draft of Chapters 4 and 5 of Capstone 5 points**

**Total 100 points**

**Journal Article Review Due Dates; (List Dates)**

**Rubric for Each Journal Article Review**

**Article is an action research article 1 point**

**Article is summarized & discussed regarding implications for the classroom 1 point**

**Review is written with correct grammar, punctuation, spelling, and APA citation 1 point**

**Total 3 points**

**Group Presentation Rubric**

**Each member of group participates in research and presentation 2 points**

**Presentation is at least 30 minutes or longer and covers the topic well 2 points**

**Activity and some type of video are used in presentation 2 points**

**At least 5 references are used in the presentation 2 points**

**Power Point or equivalent with References is used to present the**

**Information on the assigned topic 2 points**

**Total 10 points**

**Individual Presentation Rubric**

**Presentation is at least 45 minutes in length and covers the topic well 3 points**

**Activity and some type of video are used in the presentation 3 points**

**At least 5 references are used in the presentation and paper is written with a**

**12 font and double spaced 3 points**

**Power Point or equivalent with References is used to present the 3 points**

**Information on the assigned topic**

**Power Point summary paper copy for class members to take notes 3 points**

**Total 15 points**

**Individual Research Paper**

**Correct grammar, spelling and punctuation are used throughout 3 points**

**References and citations follow APA style manual 3 points**

**Paper thoroughly covers topic and presents topic clearly 3 points**

**At least 5 different references are used throughout the paper 3 points**

**Writing is clear and precise 3 points**

**Total 15 points**